

THE SCHOOL GOVERNMENT CHRONICLE

AND
EDUCATION REVIEW

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MARCH, 1953
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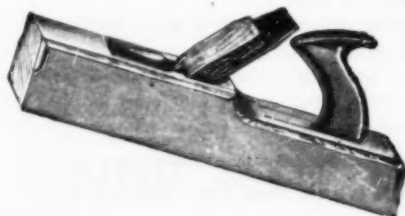
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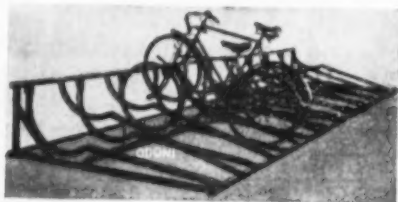
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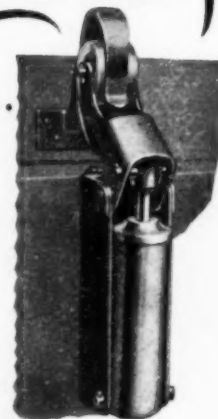
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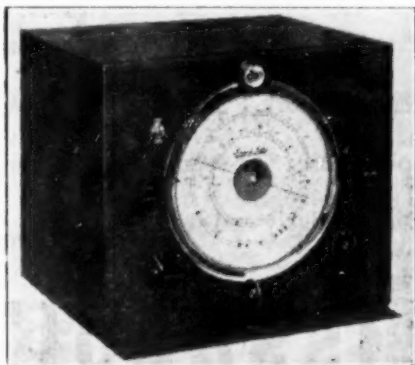
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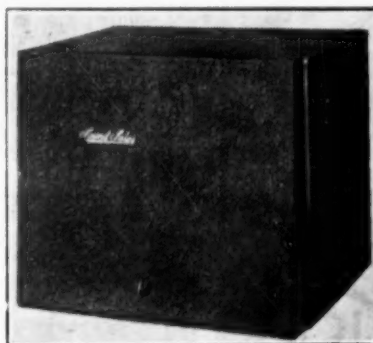
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The SCHOOL GOVERNMENT CHRONICLE

AN INDEPENDENT MONTHLY REVIEW OF EDUCATION.

No. 3,332. VOL. CXLV.

MARCH, 1953

The Axe Again

BY A SPECIAL CORRESPONDENT

Once more the Minister has wielded her economy axe, and once more a cry of pain and protest has gone up from the quarter where it has landed. Last time it was 5 per cent. on local authority estimates "without damaging the essential fabric," which meant, as became clear from later Ministerial comment, cuts in frills, particularly in administration. This time it is the voluntary bodies, including the universities, engaged in adult education. The same technique has been used—a cut in expenditure is to be made, but it is left to those closest to the job to decide how it can be applied with least damage.

A democratic society wishing to raise standards of enlightenment among its citizens must always view any retrogressive step in education with concern. But, in times of economic stringency, such as ours, any aspect of the national life calling for vast expenditure must be administered in accordance with economic laws. And the most fundamental of these laws is that where resources are scarce optimum satisfaction can only be attained if resources are deployed to the best advantage. Which is but the economist's way of saying that if we want a coat at all we must cut it according to our cloth.

So the Ministry has decided, doubtless with the encouragement of the Treasury, that some £30,000 derived from a 10 per cent. cut in grant for adult education could be better spent elsewhere. And those interested in the further progress of adult education have naturally been sadly shocked.

But before we follow the *Times Educational Supplement* and others in condemning the Minister and her advisers out of hand, it might be worth considering whether their axe has fallen so very wide of the mark.

The voluntary bodies have a long and honourable history in adult education. Long before Albert Mansbridge dreamed his dream of working men and women carrying their leisure time studies to university standard, the religious denominations—particularly the Society of Friends—the Mechanics' Institutes, the People's Colleges, the Co-operative Societies, the universities themselves with their Extension movement, and the educational settlements had been actively at work. In the characteristic British fashion, this pioneering, the result of voluntary effort, was entirely dependent in its early stages on voluntary funds. Not until the movement was firmly established, with a nation-wide network of colleges, schools, institutes, tutorial courses and single classes, did the State step in, with the first grant in aid in 1918 and more generously under the Adult Education Regulations of 1924.

Our debt to these men and women of faith and vision who spread the benefits of a liberal education so widely is inestimable. The political and social stability, the mature and balanced commonsense, the general respect for cultural and intellectual standards characteristic of our British

democracy in the times of upheaval and disintegration through which we are passing, is to no small degree the measure of their success. It is difficult, therefore, to approach any problem affecting these voluntary bodies today without a strong sentimental prejudice in their favour. To lay a finger on them is, to many of us, to touch the ark of the covenant.

The truth is, however, that there has been a good deal of development in the adult education movement since the early pioneering days. Notably there has been the increasing share taken by the local education authorities. Evening institutes, technical colleges and colleges of further education, designed primarily to provide technological training, have developed flourishing non-vocational departments, offering a wide range of courses in music, drama, literature, languages, science and social studies. More recently, in pursuance of the responsibility placed on them by the 1944 Act, the local authorities have set up specific adult education centres, some of them residential, and have either established or sponsored large numbers of community centres and citizens' associations having programmes that are largely, though not exclusively educational in aim. They have also endeavoured to co-ordinate the work being done in the whole field by means of Joint Adult Education Committees.

Indeed, so rapid, so extensive and so efficient has been the growth of this aspect of the work of the local education authorities that there are those who would go so far as to say that the time has perhaps now come to recognize that the voluntary bodies have served their turn, and that to preserve their continued existence by means of public funds is no longer an economic proposition. There is undoubtedly, they argue, much wasteful overlapping, competition almost. In the same district, two or even three agencies in addition to the local authority, may be seeking to maintain similar classes, perhaps all with an attendance just above the minimum permitted level. Where accommodation is scarce, good tutors scarcer and money scarcer of all, would it not be better to leave the whole business in the hands of the authority on whom the final responsibility already rests by statute?

This is probably going too far. Our British institutions owe much of their peculiar quality and excellence to the principle of "diversity in unity." The accumulated experience and tradition of the W.E.A., the Extra-Mural Boards, and the other voluntary agencies could not be cast away without serious loss. Nor is it a good thing that so fundamentally co-operative a venture as adult education should be wholly "provided" by a local authority, however enlightened or democratically controlled. Moreover, much of the educational work done by such bodies as the Y.M.C.A. and the denominations is coloured by and designed to serve their primarily religious pre-occupations. But it is also part

of our British way of life that the State shall see that no one goes without what is considered essential, but that if some special product or service is required it must be paid for. Hence our independent schools, our private hospital wards and nursing-homes and our "paying patients."

We do not suggest that this principle should be applied *in toto* to the voluntary bodies in adult education, that grants from the central and local authorities should cease altogether. And neither has the Minister. The curious fact is that, in the past, the voluntary bodies have been in a much more favourable position than those institutions controlled directly by the local authorities. Grants from Treasury and local education authorities sources have often enabled the voluntary bodies to charge lower fees to students, to pay higher salaries to part-time tutors, to maintain smaller classes and offer better provision in the way of boxes of books and so on, than was permitted by the local education authorities to its own institutes in the same area. Sensibly applied by the voluntary bodies themselves, the 10 per cent. cut may result perhaps in nothing more damaging than to put them on the same footing as their colleagues in the local government service. Any attempt to make adult education "self-supporting" can never succeed since this is a field where value cannot often be measured in terms of the numbers of students enrolling. But our serious economic plight, the cuts being made elsewhere in the educational service, and the undesirability of wasteful yet artificially maintained competition make "feather-bedding" no longer either advisable or practicable. It is this, one ventures to surmise, that the Ministry, by no means

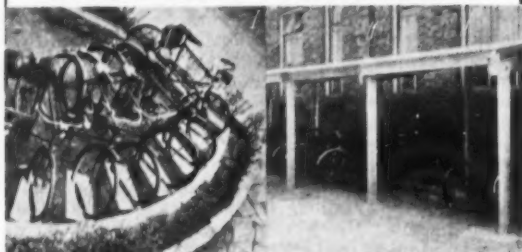
so unappreciative of realities as is sometimes supposed, has had in mind in making the cuts.

At the risk of rushing in where angels and ministers of grace have feared to tread, a few suggestions may perhaps be offered to the voluntary bodies on how the loss in revenue may be made good. Firstly, some increase in fees charged to students. Those who are sufficiently interested to be worth bothering with, are prepared to pay a reasonable fee for a Winter's instruction; with few exceptions, the recent increase in fees charged by most local authorities has not been followed by any serious falling off in numbers. And a student who has paid an appreciable fee is much more likely to see the course through to the end. Secondly, although one is far from wishing to see the genuine interest of the best type of part-time tutor exploited, there are, nevertheless, many enthusiasts who, while welcoming a cheque towards holiday expenses at the end of a session, are not primarily concerned with financial gain. There is no reason to believe that if the voluntary bodies brought their rates of payment into line with those operated by the local authorities they would see a falling off in the type of tutor coming forward to undertake the work.

The extra-mural departments of the universities are in a special position. In view of the very generous treatment the universities have received from the Chancellor of the Exchequer for the next quinquennium, at a time when economies have been imposed on other branches of the service already comparatively so much worse off, it is difficult to work up much sympathy for their claims of hardship. If they will restrict their intake to those genuinely fit to be there, and resist the temptation to become jacks of too many educational trades, the universities should not find it beyond their resources to maintain, with the reduced grant, the valuable work in adult education that their extra-mural departments are at present doing.

And if, when all other avenues of economy have been exploited, the voluntary bodies do find that they have no alternative but to reduce the number of classes, let this be done in those urban areas where, because other facilities are available, the loss will be felt least keenly, if at all. It may well be even, that slightly reduced resources more skilfully deployed, and a search by each voluntary body for the sphere in which it can make the most useful contribution, may prove a positive advantage to the movement for which all right-thinking people are so genuinely concerned.

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Teachers from over Fifty Nations to Meet

British teachers are to welcome delegates from over fifty nations who will be meeting at Oxford from July 27th to August 4th of this year.

For the first four days, delegates will attend meetings of the International Federation of Teachers' Associations or meetings of the International Federation of Secondary Teachers, and from 31st July to 4th August, the delegates will combine at a conference of the newly formed World Confederation of Organizations of the Teaching Profession. It is anticipated that between two-hundred and three-hundred delegates will be present, including nine representatives of the National Union of Teachers.

The Confederation, of which Mr. Ronald Gould, General Secretary of the National Union of Teachers, is President, was formed in 1952 to foster a conception of education directed toward the promotion of international understanding and goodwill, to improve teaching methods, educational organization, and the training of teachers so as to equip them better to serve the interests of youth, to defend the rights and the material and moral interests of the teaching profession, and to promote closer relationships between teachers in different countries.

How a Public Library Caters for Young People

A very interesting section of the annual report of the Islington Public Libraries is that dealing with the work among young people, and never before in the many library reports which come under our notice have we seen its equal. Mr. L. M. Harrod, the chief librarian is to be commended, upon this work and the young people of Islington congratulated upon having such a service.

The total number of books issued for home reading in this department during the year was 289,147, an increase of 11,539 compared with the previous year.

There have been increases in the use of reference books at each of the junior libraries, and the totals for each of the junior libraries were the highest ever to be achieved. This is undoubtedly largely due, says the report, to the number of classes of school children who attend in school time, with their teachers, to undertake private study.

Altogether, 529 classes attended in 1951/52 compared with 501 the previous year; most of them came to carry out elementary research work, but some for changing books and browsing. Some of the children found their class work in the library so interesting that they went back to the library after the class had been dismissed, or in the evening, to complete their projects.

As part of the endeavour to encourage children to continue using the library after they have left school, duplicated brochures outlining the library services have been sent to every child leaving a secondary modern school, and a number of classes of school leavers were shown over the adult lending and reference departments.

The work of the children's department at the North Library was considerably curtailed during part of the year by building operations, which necessitated the transference temporarily of the junior library to the lecture hall, in February, 1952. Even so, 1,340 more books were issued than in 1950/51.

Talks and film shows were provided at the West and South Libraries throughout the Winter, and 4,220 children attended these activities. In addition, twenty-two story half-hours were held: some of these were illustrated by film-strips from the libraries' collection. The play reading club for children from 12-16 years met twenty-four times at the Central Library, and the weekly picture book times for tiny children, which continued to be held on Saturday afternoons, were attended by 365 children.

The types of book read by children have shown little variation during the year, but there is a tendency for children to borrow fewer books of a "How to do it" nature and show an increasing interest in sport and sporting personalities. An examination of the book issues shows that the standard of reading is, however, generally speaking, rising.

There is a very heavy demand at all libraries for books for tiny tots, those similar to the "Wonk" series by Muriel Levy, and the Little Red Engine books, by the Rev. W. Awdry, being specially popular. There has been a persistent demand for "Beacon" readers by both adults and children, and a substantial number of these have been put in the libraries.

Parties of schoolchildren attended the exhibition of Walter Sickert's work held at the South Library, and also the Toy Theatre demonstrations held in connection with the North London Theatres Exhibition at the West Library. The Toy Theatre demonstrations aroused much interest and the performances given specially for grown-ups were also well attended.

School Libraries

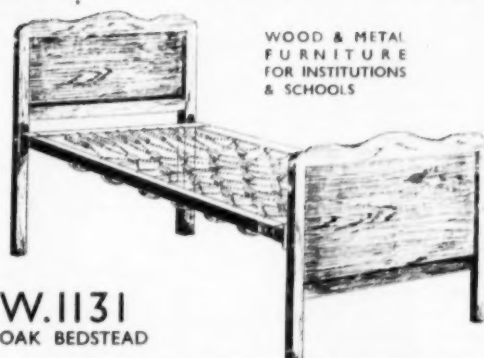
The number of schools situated some distance from the libraries which received boxes of books to lend to the children for home reading, increased from thirty-nine to forty-one, and the number of books in circulation increased from 3,110 to 3,285. Difficulty was experienced in meeting the demands from primary schools, as suitable books are fewer in number than those for children over eleven, and they are often published in insubstantial format, which does not stand up to the hard wear and tear of eager young hands. However, the circulation was maintained and many head teachers expressed their appreciation of this service. The children's librarians have been able to assist teachers in the formation of school libraries and in suggesting books for them.

In common with other Metropolitan Libraries, books were sent to the appropriate Probation Officers for the use of Islington children on probation; the 125 books sent were not only well used, but also much appreciated by the Probation Officers, who feel that it is a very useful feature of their work.

The Essex Education Committee, having considered the suggestion forwarded by the County Agricultural Executive Committee that school holidays in 1953 be adjusted to make provision for at least one week's holiday during the week commencing 12th October, which falls within the peak potato-lifting period, decided that the fixing of a week's holiday in advance of the harvest would not necessarily meet the problem, because of the uncertainty of the weather, and resolved that as last year, the Chairman of the Education Committee be authorised to approve applications for the release of school children to assist with the harvest.

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Mr. Ronald Gould on Economies in Education

Mr. Ronald Gould, General Secretary of the N.U.T., addressing the Gloucestershire County Teachers' Association last month, expressed the opinion that the fabric of education was being endangered by the economies being made in education.

The educational outlook is far from bright, said Mr. Gould. A few years ago, although teachers were frustrated by shortages of staff and buildings, there were good reasons for still believing in the possibility of considerable progress, but to-day, after a succession of economies, which, by the way, have not affected the whole of the country in the same way, it is futile to suggest that the essential fabric of education has not been damaged. Just over twelve months ago, Circular 242 was issued, calling for economies, but asking that the essential fabric of education should be protected. Recently, the price of school meals has been increased by 2d., and now the grant for adult education has been cut by £34,000.

Continuing, Mr. Gould said: The saving on adult education is paltry, but as one who is personally grateful to the Workers' Educational Association for the educational opportunities afforded me in university tutorial classes years ago, I deplore a decision which is bound to damage a service so vital to a healthy democracy. I know some argue it is possible to save money without doing damage to the educational system. This, I think, implies that administration is in some way wasteful, a proposition I reject utterly.

Many local authorities, like Reading, Burton-upon-Trent, Cornwall, Middlesex, and Somerset, are gravely disturbed at what they regard as the inadequacy of the building programme allowed by the Ministry of Education. The only solution is for the Government to increase the amount now allowed for building.

This is not only necessary for new schools, but for minor works also. One local education authority, Nottinghamshire, has declared that its present allocation for minor works is so inadequate that, after it has made allowance for essential additional classrooms, 75 per cent. of the other improvements suggested by managers and governors will be left untouched. Somerset's allocation has also been declared to be inadequate. This is not real economy at all. It is no economy to save money, for example, by cutting out the provision of adequate sanitary arrangements.

All this financial stringency is bound to have repercussions beyond the immediate savings. Constant reiteration of the need for economy in education can be taken as a hint to local education authorities to cut down on other services. Some local education authorities, to their great credit, have come to the conclusion that no further economies can be effected unless serious damage is done to the educational system. The Chairman of Cornwall Local Education Authority, after describing what economies had been made, declared that if any further cuts were asked for the Education Committee must stand firm and say these would seriously impair the efficiency of the educational system of the county. The Chairman of the Manchester Education Committee said: "At the moment, I cannot think of any part of the estimates where cuts can be made without impairing services."

That some damage has already been done is clear. The Director for Cheshire has admitted that during the last year the average size of classes in his county has risen because of the shortage of staff, buildings and the need for economy. Now, if classes are large because an authority cannot get teachers, or because the Ministry will not let them build, the responsibility is not the authority's. But, if classes are larger than they need be because the

authorities will not spend money on teachers, the responsibility is the authorities'. I regret to say that there are authorities who are deliberately cutting down on teachers. Devon is proposing to make some small cuts here. Lancashire, according to press reports, is saving £61,000 in teaching costs. These cuts mean classes will be larger than they need be, which means that education will be poorer than it should be.

Nor should we overlook another damage which is being done. In Sheffield, and possibly elsewhere, there is to be a reduction in clerical assistance to schools. This means that head teachers will have to spend much of their time in filling in milk forms, in completing returns to the local education authority, time that could be spent much better in organizing the work of the school and in teaching. It is false economy to ask trained, experienced head teachers to undertake work which could be done by someone at much lower salary, and particularly in work which robs the children of their services.

It is time we stopped to examine more closely the implications of our so-called economies. I commend to you the words of Sir Offley Wakeman, the Chairman of the Shropshire Education Committee. He said: "some of the economies undertaken last year had rather an unfortunate effect. Children were not able to take the Swimming Proficiency Test of the Royal Life Saving Society, and the stock of books in the library was in danger of being reduced. We have, therefore, made certain provisions in order to undo what was found to be harmful in our economies last year."

I hope that every other local authority will be as wise, and will make quite sure that in the coming year no economies are made which will lessen in any way children's educational opportunities.

Adult Education

Minister of Education Sees Deputation

A deputation representing the Workers' Educational Association, the Central Joint Advisory Council for Tutorial Classes and the Universities' Council of Adult Education was received by the Minister of Education recently to receive the views of those bodies on her proposal to reduce grants to adult education by 10 per cent.

The Minister asked that before she took any final decisions about the grants for next year she might be given some further information about the position of the Responsible Bodies: in particular, as to their commitments in such matters, as increments on salaries of whole-time staff and the prospects of increasing income from sources other than Exchequer grant, particularly students' fees.

The bodies concerned agreed to the Minister's request.

Ministry Grant Percentage

In answer to Mr. Ede, who asked what percentage of the total expenditure of local education authorities was borne by grant from her department in each of the last three years from which accounts are available, Miss Horsbrugh said that based on the authorities' pre-audit returns of net expenditure on Ministry of Education services, the percentages for the three years 1949-50, 1950-51 and 1951-52 are 61.04, 60.55 and 69.70, respectively. In the case of the main grant services (i.e., services other than those carrying a special rate of grant like the school dinner and milk-in-schools services) the percentages are 56.25, 56.45 and 57 respectively.

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Bilingual Policy for Welsh Schools

A suggestion that the Welsh language is dying out and that vigorous steps must be taken if it is to be kept alive, is made by the Central Advisory Council for Education (Wales), in a report just published.*

During the past twenty years the percentage of Welsh-speaking pupils has been maintained in only three Welsh counties. In all other areas it has declined. In Merthyr and the Rhondda Valley the decline has been catastrophic. Both these areas were Welsh-speaking at the turn of the century, but in 1950 the percentage of Welsh-speaking pupils had fallen to four in the Rhondda and 1.6 in Merthyr. Of the 329,408 pupils between five and fifteen in Wales in 1950, only 69,275 (21 per cent.) could speak Welsh.

In the Council's view, the disappearance of the Welsh language would be an irreparable loss to Welsh culture, and the only feasible way in which it "can be kept alive and saved for posterity" is to see that the children of Wales and Monmouthshire are taught both Welsh and English. Equal prestige for the two languages must be secured, but this can only be done if a sufficiently large majority of the people supports a bilingual policy. The schools can do much, but the support of Welshmen everywhere is necessary—parents, members of local education authorities, religious and political leaders. There must be many more Welsh-speaking teachers; the quality of the Welsh being taught must be improved; more text-books in both Welsh and English are needed and more books of light reading published in Welsh.

Miss Florence Horsbrugh, the Minister of Education, in a Foreword to the report, states that, owing to the high cost of publishing the report in one bilingual volume, it has been

decided to publish the full report in English only and to publish a shorter version in bilingual form. The Minister hopes that both the report and the summary will be widely discussed and that teachers and administrators will find the Council's recommendations helpful.

The report reflects the changes in the teaching of Welsh that have occurred in recent years. It accepts bilingualism as the basic aim of education in Wales, and examines its implications. It examines the present position and makes recommendations for future action. It describes many of the difficulties of a bilingual policy, particularly in areas where the majority of the children speak one language and provision has to be made for the minorities who speak the other.

At present there are four kinds of language policy in operation in Wales:

- (i) The teaching of English only—this attitude is largely dictated by the linguistic character of the area.
- (ii) The teaching of Welsh only to those children who desire it.
- (iii) The teaching of Welsh to all children except to those who do not desire it.
- (iv) The teaching of English and Welsh as equal and parallel activities of the school life of the pupils.

Nearly every authority in Wales aims to provide a thorough grounding in the home language of each pupil, and in the Council's opinion this should be the main concern of every teacher. But a disturbing feature in many schools is the failure to make separate provision for their Welsh-speaking and their English-speaking pupils. Even in infants schools, where there is a complex language pattern, over 90 per cent. use English exclusively. In a few areas schools have been set up to which all the Welsh-speaking children who wish to be taught in Welsh are transferred, and these are proving a great success.

The organization and staffing of schools is very difficult where the linguistic background of the pupils is complex, and until most of the teachers themselves are bilingual, every school should have at least one teacher of Welsh on the staff. Unless there is an increase in the number of these teachers, an effective bilingual policy cannot be operated. The Welsh have a great aptitude for teaching. For many years Wales has trained more teachers than it can absorb and many look for employment in England. Consequently, there has been little incentive for many of them to take courses in Welsh.

Dealing with the question of the second language, the report states that it should usually be introduced at the junior school stage and should be completely integrated within the pattern of primary school studies and that every device should be used to exploit activities in the playground, the games field, and the home, as opportunities for learning it. Present methods of teaching the second language are usually unsatisfactory. There are no books quite suitable for teaching Welsh as the second language and in thoroughly Welsh-speaking areas no material is prepared specifically for the teaching of English. Some authorities treat children in these areas as though English were their mother tongue. Others may use materials prepared for the teaching of English as a foreign language in parts of the Commonwealth. It is found that for Wales as a whole, only 4 per cent. of English-speaking children have any real mastery of Welsh at the age of eleven, but pupils whose first language is Welsh, acquire English as a second language far more easily.

There is a great shortage of light reading in Welsh, with the result that a child of nine or ten who has done his reading mainly in Welsh, turns almost exclusively to English. The

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*("The Place of Welsh and English in the Schools of Wales," H.M.S.O., Full report, price 12s. 6d. net; Summary report, price 3s. net.)

Council welcome the setting up of a Committee in Wales to consider the question of the supply of school books.

The value of broadcasts to schools is stressed, but the Council consider that whatever the educational value of television, it cannot, in present circumstances, promise anything but the utmost danger to a policy that seeks to encourage the teaching of Welsh. They are emphatic that such a powerful anglicizing medium should be balanced by similar opportunities in the same field for the Welsh language.

The Council are convinced that a satisfactory bilingual education can be provided for every child in Wales who can profit by it, but they stress that a bilingual policy can only succeed if it has full support especially of the parents, who can determine the attitude of their children.

Television and Education in the United States

The influence of television on the school work of American pupils, is the subject of one of the investigations reported in a Unesco pamphlet just published. Pupils who did not watch television were matched with others, within the same class by mental age, who did, and four major conclusions were drawn:

- (1) There was no significant difference in school achievement between televiewing children and non-televiewing children.
- (2) Learning was not much affected by the way parents controlled their children's televiewing.
- (3) Poor television habits, lower I.Q.s., lower parental control, and poorer school achievement tend to be found in the same child.
- (4) Television can be used to excess, resulting in damage to physical well-being and mental alertness.

Several other investigations, the pamphlet says, confirm that the viewing of television does not as a rule seriously affect school achievement, though a great many teachers, drawing on their own experience, persist in claiming that it does.

The number of television receivers operated in schools in the United States is still relatively small, except in a few areas. Few "school systems" have been able or willing to foot the bill for the installation of sets and most of those so far installed were presented by parent-teacher and other organizations, or were loaned by commercial television stations. The size of the viewing screens varies from ten inches to twenty-one inches. Sets appear to be evenly distributed between classrooms, the school hall, and the library, audio-visual room or cafeteria. Most desirable, by common consent, is installation in the classroom and viewing by one class at a time. Second best is the receiver situated in the library or audio-visual room.

Nearly all television programmes for schools are transmitted by commercial stations, but whether they will be able or willing to continue such service permanently is a moot question. At present, commercial stations normally provide free time, studio facilities and studio personnel; programmes are normally written, acted and produced by school staff, with both teachers and students taking part. Current opinion in schools is overwhelmingly in favour of student participation in programmes.

Six subjects lend themselves best to television treatment; science, social studies (including government, history, geography), music, current events, English literature, and art. Apart from the problem of the school having to adapt its work to television's time table, one of the main difficulties at present is the lack of advance notice of the general contents of a programme and guidance on how best

to follow up the programme. There is general agreement that the effective use of television in schools depends on the effectiveness of training in the subject at teacher training colleges.

The quality of programmes varies from area to area and this, the pamphlet states, no doubt accounts in part for the fact that of twenty-eight "school systems" approached, fifteen were favourable to television, twelve were unfavourable, and one reported mixed feelings. *Most of the teachers who were asked regarded the film as a more valuable aid to classroom teaching than television*; at the moment, if forced to a choice, most would choose films and regard television as something of a luxury.

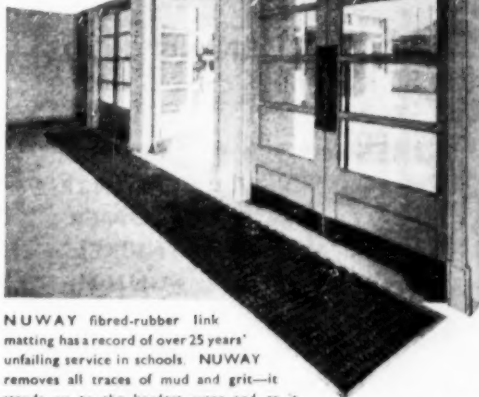
There is very little research into the psychological effects of television on children or of its precise advantages as a tool of education. Most studies agree that reading by children is seriously affected, but Professor Siepmann suggests that the cure is not the banning of television receivers in the classroom, but better teaching of English by more teachers who themselves love the English language. In general, parents who have television feel that its advantages far outweigh its disadvantages. For mothers in particular, television appears to be a godsend; it keeps children quiet and employed and off the streets.

The pamphlet deals with educational television at colleges and universities in the United States, and also gives details of the educational policies and practice of the four networks that cover the country.

In a foreword to the pamphlet, Unesco states that many countries are beginning to be concerned with television and that it is at the outset of a new venture that advice, example and the lessons of experience can be of most use. Through publications such as the present pamphlet and in other ways, Unesco will seek to assist member states in developing television in the interests of education, science and culture.

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The
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EDUCATION REVIEW

No. 3332

MARCH, 1953

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Month by Month

Prison Education

On the 26th February the Ministry of Education, in agreement with the Prison Commissioners, announced in Administrative Memorandum No. 40 that from 1st April, 1953, the Commissioners would take over from the local education authorities concerned the financial responsibilities for educational services provided in H.M. Prisons and Borstal Institutions. In future the Commissioners will reimburse those local education authorities the net cost of providing the services rendered. Lest this happy issue out of an anomalous situation should encourage any greater provision of further education in such institutions the Ministry assume that in most cases the programmes of classes for 1953-54 "will provide for no more than a continuation of existing activities and that there will be no general expansion of provision."

The Education Act, 1944, Section 116, stated that no power or duty conferred or imposed by the Act on the Minister, on local education authorities, or on parents, should be construed "as relating to any person who is detained in pursuance of an order made by any court." The Section has the marginal title "Saving as to persons of unsound mind and persons detained by order of a court," but is principally concerned with the former category. Prison education, in any case, was carried on either by officers of the prison service—using suitably qualified prisoners, too, where necessary—or by unpaid voluntary teachers recruited from outside by the honorary Educational Adviser. A combination of these two methods was quite usual. The war and the many difficulties which followed made the continued recruitment of unpaid volunteers increasingly difficult. Hence one and then another local education authority with a prison in its area, persuaded and encouraged by the Ministry, began to pay sessional teachers for evening class work. This had two objections. In the first place it was illegal, as it contravened Section 116. In the second place it meant that a small county borough or county authority might have to finance education at a large prison in its area, without any right to claim upon the other authorities from whose areas the prisoners came. The Education Act, 1948, solved the first difficulty by so amending Section 116 as "to enable local education authorities to provide educational facilities for persons who . . . are in prison, or have been released from prison on licence, and also for children and young persons who are detained in our Approved Schools." Thus was the amendment explained by the Ministry in Circular 177. The actual text of the amendment can be found in the First Schedule of the Education (Miscellaneous Provisions) Act, 1948. Now Administrative Memorandum No. 440 deals satisfactorily with the admittedly anomalous financial position in which a local education authority was placed, by the accident of having in its area a prison or borstal institution where educational provision was required.

Awards at Universities

As announced by the Ministry in Circular 263, representatives of the universities and the local authorities' associations have issued a new statement on Procedure for selecting candidates for University Awards. The Minister

of Education has gone so far as to require all local education authorities to submit by 1st May their proposed arrangements for the academic year, 1953-54, under heads listed in an appendix issued with the Circular. The effect of this procedure is to require a detailed review of selection arrangements by all authorities, which is even more than is suggested in the first paragraph of the circular. The "Agreed Note" makes it abundantly clear that universities and colleges are responsible for admissions and local education authorities are solely responsible for their own awards. Two years experience have shown that it is not desirable, as formerly agreed, that the university authorities should recommend for or against an award. Local Education Authorities will therefore no longer look to universities and colleges for such recommendations. The minimum standard of passes in two subjects at advanced level in the General Certificate of Education is re-affirmed, but local education authorities should not limit their discretion by fixing any higher minimum standard. The Minister urges local authorities not to select candidates solely on examining bodies recommendations. Personal qualities and other factors additional to examination performance should be considered. Head Teachers' reports and, where practicable, "the findings of a suitably qualified interviewing panel" should also be used. This may give encouragement to those who favour the interviewing of all candidates regardless of the need for such interviews or of the qualifications of the interviewing panel. All kinds of personal prejudices may sway an interviewing panel and superficial qualities only too evident at an interview may easily be given undue weight. There will be general agreement with the Minister's view that local education authorities' awards should be regarded "not as prizes to outstanding students but as a proper form of assistance for students of good all-round ability for whom it is in the public interest that a university education should be provided." The Minister believes that the new procedure she suggests should not lead to any substantial change either way in the total number of awards made by authorities.

* * * *

Simplified Spelling.

WITH the objects of Mr. Follick's Bill many educationists will have the greatest sympathy. Many more, however, will regret the way in which the Bill was presented and the reasons alleged to require a simplified and phonetic spelling. Some of the statements made in Parliament were amazing in their remoteness from fact. Mr. I. J. Pitman seriously asserted that of the 400,000 to 500,000 children starting school each year, 120,000 to 150,000 would leave school "without being able to read properly." He spoils a good case by his unrealistic assertion that 30 per cent. of children in secondary modern schools are illiterate! Hence, much time was wasted in discussing the alleged but quite illusory illiteracy of the most literate people in the world. Simplified and more phonetic spelling, if justified at all, should not be confined to the schools, nor should it be regarded as a remedy for backwardness in reading. Some changes of spelling, as distinct from the fantastic and unphonetical system once advocated by Mr. Follick himself, might well be introduced at once. All children would gain thereby and the more intelligent the child the greater his gain. It was refreshing to hear Mr.

Pickthorn (Parliamentary Secretary to the Minister of Education) declare that it was a fallacy to assume that spelling troubles were peculiar to the English language, and also that there was no evidence that the English were more backward in reading than any other people.

* * * *

Comprehensive Schools.

OFFICERS of the London County Council Education Department have prepared for the Education Committee a report on the organization of comprehensive secondary schools. The report cannot fail to confirm the fears and doubts which many educationists have expressed regarding the comprehensive secondary school. One of the chief aims of such schools is stated to be the maintenance and improvement of standards for pupils of all kinds and degrees of ability. There can be no single pattern for the organization of such schools, and each school must solve its own problems. Every school must be organized into classes, so that pupils of different abilities can work together—why in such huge schools this should be either necessary or desirable is not clear—and yet have full opportunity to work to capacity. It is admitted, however, that even a class of thirty is not a practicable teaching unit, when it may include not only pupils of inferior, average and superior ability but also a genius or two, as well as a few that just escape a special school education. Hence a compromise is necessary. The school should be organized in forms with a moderate range of ability, and for some subjects in sets with a narrow range of ability. These schools will be so huge that they must somehow be organized in small com-

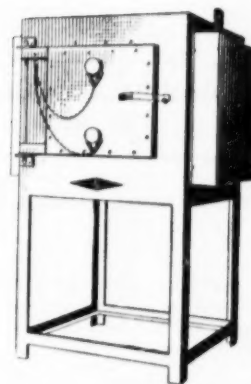
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munities, in so-called "houses" of not more than 250 pupils. These again must be split up into "tutorial sets" of say thirty pupils, each with its tutor. The school, thus divided and sub-divided, must nevertheless be a unity. It is hoped that in some way or other, games, concerts, dramatic work, camps, clubs and societies will help in this aim of unification. They may, however, have exactly the opposite effect. The Education Act, 1944, did not envisage schools of such tremendous size when it required that each school day should begin with corporate worship by the whole school as a single congregation. The report admits that in these schools it will be in this respect impossible to carry out the requirements of statute law.

* * *

Rising Rates.

THE unprecedented increases in local rates have focussed attention on educational expenditure as never before. Time was when at least some public interest and attention could be given to the finances of other local authority undertakings such as electricity, gas, transport, public assistance, hospitals. Now, however, these services have been nationalized and the wrath of the helpless ratepayer is turned against education, as the principal remaining service. There is thus the greatest need for educating public opinion on the facts of educational expenditure. The time has, however, now arrived for the complete scrapping of local rates and the substitution therefore of a local system of taxation, or a national system of local taxation, which will be determined by the means of the citizen and his ability

to pay. Here is the opportunity for the reformer. A well-to-do citizen who is mean and lives meanly, now contributes less to local government than the far poorer citizen who has a higher standard of living.

Education in Malaya

In the course of a lecture to an audience, which filled the Conference Room at the Imperial Institute, Mr. J. P. Athisayam, who is himself a Malayan citizen of Indian descent, said that, in his view, the multi-racial background of the country—the "Five Faces of Malaya"—was the fundamental problem. In developing this theme, he paid a special tribute to General Templar for what he had done, and was doing, to bring the races together in a common citizenship and purpose. One of the chief difficulties, he said, was that both Indians and Chinese had divided loyalties because of the strength of their links with their own lands. In making an analysis of the social effects of British rule in Malaya, he made the interesting point that, until General Templar arrived, there had not really been a sufficiently Malayan orientation given to education, with the result that young educated Malays had found it difficult to reconcile the democratic outlook they had acquired with the traditional customs and observances of their people. With this thought in mind he warmly commended the experiment at Kirkby Training College, near Liverpool, where 300 Indian, Chinese and Malayan teachers were doing a two-year course. This was the first experiment in bringing teachers from the colonies to be trained in their own special institution in this country. It appeared to be proving entirely successful and was a venture which he thought could well be copied by other territories.

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Supplying the Wants of Industry and Commerce

By JUNIUS.

The Head Teachers of our Secondary Schools of various types and sizes, when confronted by Captains of Industry and Magnates of Commerce often experience a sense of bewilderment and amazement upon listening to the widespread nature of the demands required of them. It is true that from time to time certain trends emerge from the speeches of directors of firms and certain recommendations are forthcoming from the reports of various committees and commissions, decided no doubt as the result of much Socratic questioning and eliciting on the part of the academic side of the committee. But these declamations and declarations of principles somewhat fade into obscurity when the local employer, having in mind his own particular problems, dilates upon them as a member of a Youth Employment Committee or a Governor of a Technical College.

Every employer feels that he, and he alone, knows what kind of labour he requires and, if the town has few industries, it ought to be easy, in some degree to satisfy his wants. But if the town has multiple industries which, in turn, can be broken down into subsidiary arts and crafts, then the demands tend to be catholic in character and legion in number.

The effect of this, is, that little can be attempted beyond the teaching of fundamentals and of the practice of basic skills. The remainder, the inculcation of the specific art or craft, must be left to the mercies, tender or otherwise, of the employer. To the schools the rough hewing, to the employers the moulding—with a large dash of co-operation thrown in from both sides.

Apportionment of Training.

Many elder statesmen among educational administrators will remember that this attempt to apportion training, is no new feature. On the continent of Europe, much of the craft training of the artisan is carried out in the schools and the finished product, as such, gaily enters the factory or works. This is a continuation of the old Platonic doctrine, by which children, designated as particular types of craftsmen, were provided with sets of miniature tools and taught from their early days to aspire to the highest proficiency in their respective trades and to reconcile themselves to their lot. It was a comfortable doctrine to those whose businesses required a steady flow of trained artisans. It magnified the craft element and minimized the need for a knowledge of citizenship.

The time worn idea, promulgated as the policy of the erstwhile large factory rate and taxpayer, that the schools should specialize in particular kinds of skills was blown into shreds by statistics provided by the late Dr. Graham of Leeds. He found that the children in certain senior classes in his schools were desirous of following as many different trades and professions as the numbers on the rolls.

He, therefore, demanded of his questioners guidance in providing teaching and practical work for one class, in thirty different skills and occupations, including those of a jockey, an innkeeper and a circus performer.

Characteristics.

Generally speaking, the recruiting employer desires the possession of certain characteristics. Some he takes for granted, for others he requires evidence of proof. *Inter alia*, he expects the applicant to have a good appearance, a good personality and good manners. He must possess a high moral character, intelligence, attainment in knowledge bearing on the work entailed and an aptitude for the job.

In the days of the many unskilled, most testimonials or characters bore the words, sober, honest and industrious.

The intensified application of machinery to the old laborious, back breaking jobs, has altered all this and now the work tends to be semi-skilled, if not skilled, so the highly prized cardinal virtues, are now somewhat taken for granted and additional ones demanded. It is, however, in the field of technical education, that the specialized craftsmen can be greatly assisted by the provision of a scientific background including instruction in the actual work itself. The courses which lead to the City and Guilds Technological Certificate are examples.

Yet in the higher reaches, there is a desire on the part of the employers to ask for other subjects which will arouse interest in the work; explain the process and so short circuit correspondence and transport. The interest can be maintained by the ability to read and understand the latest improvements and researches published in the trade journals and to carry out the instructions issued in the handbooks and manuals from time to time. This is a determined attempt to keep pace with the times and to proceed beyond the knacks and wrinkles associated with the processes gleaned in a period of apprenticeship.

English.

In helping to plan the syllabus, the subject of English is usually regarded in its most utilitarian aspects. The usual sub-divisions, poetry, the drama, history and structure of the language and literature have little or no place. The employer requires a man who can "put down on paper" a description of the job and last but not least the labour required to carry it out on the spot. Such a person is a time saver and where telephone facilities are not easily available—a jewel. The foundations of this English will have to be laid in some type of secondary school, with great thoroughness and care, otherwise, it will create a distasteful reaction in the mind of the pupil which will have unfortunate consequences later.

It is often noted that in their efforts to acquaint themselves with the elements of their trade, students will endeavour to by-pass the other subjects which have some bearing upon it. Just as a cobbler is enjoined to stick to his last so do many plumbers wish to confine themselves to lead with the inevitable result that when any problem arises outside the leaden domain, maybe involving a new process, the knowledge required for the solution is lacking. In time, the lecturers in the evening continuation classes and the day diploma courses note the difficulties experienced by the students in describing experiments and in answering questions and these lecturers meet together and insist on the inclusion of English as a compulsory subject in the course. This situation appears to be most critical in connection with the commercial courses. Even then, some of the students fondly imagine that they will learn enough English for their requirements in the subjects they like and so will contrive not to attend the extra class arranged for their benefit.

Scientific Illiteracy.

In the end some measures have to be designed to inhibit this tendency towards scientific illiteracy, either by prescribing a well-known examination standard, such as the General Certificate of Education, or, the satisfactory completion of a set course, or, the certificate of the principal of a technical college. In the old days when the local joiner was attached to the schools in a part-time capacity, his craftsmanship was rarely questioned but his methods of teaching including his speech and blackboard summaries, when forthcoming, often left much to be desired. The City and Guilds Advisory Committee on Handwork recognized

this and included a very creditable course in English in the syllabus as a subject for examination and there is no doubt that the average handicraft teacher of to-day can hold his own as a member of a team in the school in which he is engaged. No longer do we hear the gibe that the English teacher spends most of his time in correcting and repairing the deficiencies of his colleagues and the riposte from them that the instruction in English is "pretty futile" anyway. The students who sacrifice background in their eagerness to become early specialists, will remain specialists in a very restrictive degree; the others, who hasten slowly, will tend to view their craft from many angles, in its correct perspective, possessing that flexibility of mind which welcomes new ventures and new processes.

But apart from English or any other language for that matter, there are other subjects such as History, Geography and Economics, not to mention certain of the liberal arts and sciences, which are required as part of the intellectual make-up of every average individual if he is to be expected to exercise a balanced judgment on the affairs immediately concerned with his job as well as those indirectly associated with local and state affairs, through the medium of the vote. In the past the ignorant has been at the mercy of the unscrupulous employer, now, he is likely to be guided by the one who can promise him the most and to eschew the farsighted advice of his own leaders.

The Necessary Background.

The problem of providing the necessary background would be easy if the standard of intelligence was very high, but it is a well-known fact that whilst some 20 per cent. of the school population would find learning easy, 50 per cent. would find more difficulty and need more time, whilst the remaining 30 per cent. would find themselves always struggling. This 30 per cent. would require jobs of a repetitive character, machines to be minded, when set, trades to be laboriously acquired. They would be the danger element in the life of the community, the pendulum swingers, the exploited and the misled. They provide the old problem of the poor in mind and pocket who will be always with us and yet they possess potential power through their votes. The 50 per cent. group need time and patience and the best solution in their cases is to raise the school leaving age to sixteen plus, and to include in their curricula apart from the background subjects, work of a more practical character, something akin to that provided in the secondary technical school, a close acquaintance with machinery and tools and a knowledge of basic skills. Some would benefit by venturing into secondary commercial schools or schools of arts and crafts, where craft instruction is the feature emerging from the prepared background.

As to the 20 per cent. of our super children, they are the stock from which potential leadership will be forthcoming. Even among them will be found cases where any attempt to make progress in a particular direction is hopeless and where divergence into more profitable channels is very necessary. The ascertainment of the reaction of certain minds to certain subjects is one of the most important tasks of the post-primary teacher and one of his greatest assets is to know when to cry, Halt, and to divert industry and effort into the appropriate avenues.

As the leaders need the philosophical outlook, the tact and understanding to manage human beings, the greater the bias towards a liberal education, the greater the chance of successful leadership. It is true that human beings can answer back and machines are dumb, likewise both can get out of order, so that the philosopher must possess a knowledge of both in the ambit of his philosophy.

Sound-Services Ltd. has been appointed Sole Distributors for the Durnos 16 mm. sound film projector for London and the Home Counties. This projector is a heavy-duty high-performance model with a 750-watt lamp.

Music in Education

An international conference on "The role and place of music in the education of young people and adults," is to be held in Brussels from June 29th to July 9th. It will be attended by delegates from some fifty countries.

In 1949, Unesco assisted the formation of an International Music Council with the object of strengthening co-operation between musical organizations and individual musicians to promote and co-ordinate the holding of musical congresses and festivals, and to encourage the inclusion of all forms of music in general education and facilitate the exchange of views upon the various methods of musical instruction.

Among the Council's activities in the past year has been the preparation of this conference which is being organized by a preparatory commission under the chairmanship of the United Kingdom representative, Mr. Bernard Shore, H.M. Inspector of Schools.

The purpose of the conference will be to study developments connected with non-specialized musical education, that is, an education which aims not at training professional musicians, but the development of musical sensitivity, taste and a critical sense; the ability to take part in music and to help listeners to understand and appreciate the wealth and diversity of the world's store of music.

It is proposed that there should be discussion on problems connected with school education at various levels, extra courses organized outside school hours, music in adult education, and the training of specialized teachers. Attention will also be given to the international exchange of information on the subject and to the possibilities of music teaching as a means of promoting international understanding. In the evenings practical demonstrations will be given to illustrate lectures and discussion themes and concerts will be organized by the Belgian Government and the Municipality of Brussels.

It is probable that there will be found to be a considerable diversity in teaching methods and in the standard of music teaching in different countries and delegates from the more advanced countries should have much to learn from the experience of their colleagues from every part of the world. The findings of the conference will be published in a report which will be considered at the seventeenth International Conference on Public Education, to be held in Geneva in 1954. Member States will thus have an opportunity of studying methods of improving their school curricula and teaching methods in the light of the experience acquired at the conference.

An official delegation to the conference will be sent by the United Kingdom National Commission for Unesco, but, there will be opportunities for musical organizations of interested groups of musicians to attend the conference as observers at their own expense. Any enquiries should be addressed to the Secretary, United Kingdom National Commission for Unesco, Ministry of Education, Curzon Street, London, W.1.

A New Filmstrip Catalogue

Details of over 560 filmstrips, published by Common Ground, Ltd., are contained in their new 1953 catalogue. A new feature this year is the inclusion of the following articles by independent experts on practical aspects of using filmstrips: "Filmstrips as Teaching Tools," by Helen Coppen, B.Sc. (lecturer in Visual Aids, University of London Institute of Education); "Projecting Filmstrips in Daylight," by G. H. Gopsill, M.A. (Department of Education, University of Nottingham); "Organizing a School Filmstrip Library," by J. A. Strugnell, B.Sc. (Head Master, The Ashmole School, Whetstone). Copies are available from 44, Fulham Road, London, S.W.3.

A Word for the Average Teacher

By MR. E. G. FAREGRAVE, in his presidential address to the L.T.A. Annual Conference.

This year will see the Coronation of another Elizabeth and however we may look at the world situation to-day, we cannot but reflect, with a stirring in our hearts, on the achievements of the first Elizabethan age and the spirit of the people which made such achievements possible.

The world is nearly 400 years older, but adventure still calls to youth and English youth makes still the same response as of old. The motor car replaces the horse, the aeroplane largely supersedes the ship, but, fundamentally, we are the same people.

But we in the teaching profession tend to view these matters in a detached way. Adventure so often seems to pass us by. Security of tenure and a pension may be satisfying to contemplate, but regard for such things in youth is not a sign of an adventurous spirit to say the least.

At the beginning of the century, a safe job, such as teaching, was the aim of many middle class parents for their children. In a world where employment was not easy to obtain, these men and women were brought up to demand value for money and, equally important, to give value for money. They may have lacked the spirit of adventure, but they gave to our educational system a stability which many a middle aged citizen to-day would gladly acknowledge.

That there were grave defects in this system no one will deny. In particular, there was no equality of opportunity. We are glad that so much has been done to remedy these deficiencies. The ordinary folk to-day have chances for their children which they themselves never enjoyed. In

many cases, they have, through the Parent-Teacher Association, an opportunity to discuss the activities of the "New Look" Education.

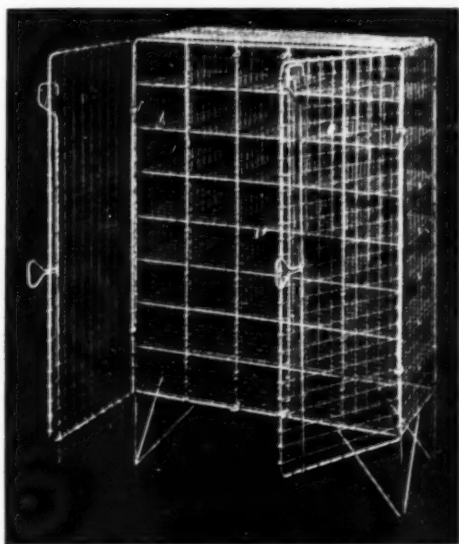
But there is one fly in the ointment. Although the growth in the school population has seen a proportionate increase in the number of teachers, it is too often forgotten by the powers that be, that the success of any form of education depends on the average, hard-working, conscientious teacher who never catches the eye of the inspector or "hits the headlines in any way, but believes in the importance of hard work and practices what he or she preaches." The spectacular and brilliant teacher well deserves his meed of praise, but the hard and more generalized efforts of the average teacher deserve far more recognition than they normally receive. Particularly is this true of our Infants' School colleagues.

These, the "general practitioners" of our profession, have loyally endeavoured to carry out the "New Look" education.

In electing him as President, Mr. Faregrave said he felt the Association had honoured just an average teacher, no exceptional person, but one who would do his best for them in his year of office. In return, he said, he asked for this—Away with depression, away with defeatism, away with apathy. There is no room for these in an Elizabethan age.

Models of L.C.C. Schools are on view at the "Building for Education" Exhibition at the Building Centre, Store Street, Holborn, London, until the 28th of this month.

The Annual Summer School in Health Education arranged by the Central Council for Health Education will be held this year from August 10th to 20th, at the Royal Holloway College, Englefield Green, Surrey.



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Growing up in a Changing World

Young people are growing up to-day in a world which believes in material values and material good, but is still searching for security. Faith, a particular kind of relationship between living people themselves, and the relationship between living people and a living God, cannot be mass produced. Young people need to be influenced by people's lives; they need help in thinking out clearly their faith and they need to work it out in the wide world. They must learn to express their faith in an individual way; and must find the relevance of worship in their lives. After 1945 there was no thought of a return to 1939; there was a demand for a reasoned faith, and for something real. Young people in Church should join open youth clubs and act as a spiritual "ginger" group. They should help people because of their need of help.

Young people need to realise that the work that they are doing is a necessary and effective part of a society, and so get a true sense of self-respect of relationship between individuals.

The transition from school to work is important. It is a transition from leisure to work; from a world built for young people to a world built for adults. Many youth organizations are not giving adequate help in bridging this gap. The prolongation of juvenility is not doing a good turn to the boy or girl in industry. There are also the social and psychological adjustments to make. In a large town there are "village" communities, and often a "preferred" firm in the home area is desired. A boy coming from a family of dock labourers may by ability make a good adult clerk, but has he sufficient motivation to carry him over the social and psychological difficulties of entering work that entails different social customs, different manners and different attitudes.

There are two trends in work to-day. First, instead of a factory with many unskilled workers, the factory has few unskilled workers and many technically skilled workers. At the same time there is the deliberate breaking down of handskills which used to entail long apprenticeships into four or more different jobs, each of which can be learned in a comparatively short time. To attain this, there is a need of technically skilled workers who can read blue prints and run a machine with the same precision as the man who took seven years to perfect his handskill. These technical skills which are acquired quickly demand a higher educational level than the old handskills. Young people entering such industry need ability in tackling mathematical problems and skill in acquiring information from printed matter and information graphs. Are the schools and youth clubs enabling the boys and girls to cope more ably with the demands of industrial work?

The job of those in the Youth Service is to train the girls in home-making in its widest sense, including preparation for marriage, and preparation for being unmarried. This home training should be seen against the wider background of the world and of the part to be played in it by girls. They should also be prepared for taking their part in the community should they remain unmarried.

The voluntary organizations in a variety of ways were helping many young girls in preparation for life. A large number of girls in industry were untouched by youth groups or evening classes. These girls needed clubs that were attractive and comfortable.

The schools to-day ensure that the ordinary man is able to shape his own destiny and that anyone from humble birth can rise to eminence. In preparing a child for life, the grammar schools in England are outstanding. Individual modern secondary schools are a great influence for good in the neighbourhood, but not all of them have come to

grips with problems facing their children. They should be one of the central forces in the community, and link themselves effectively with the different interests in the neighbourhood; one of the staff should have special responsibility for linking the school with the youth service and the employment bureau, and the various voluntary organizations.—*The Youth Officer.*

Scottish Deputation on School Meals

The Earl of Home, Minister of State for Scotland, last month met representatives of the Association of County Councils in Scotland and the Association of Counties of Cities in Scotland to discuss the proposed increase of 2d. in the charge for school meals.

The representatives stated that this increase will cause a substantial reduction in the number of children participating in the school meals service and asked the Government to reconsider their decision. They suggested that, if the increase must be imposed, the operative date should be postponed from March 1st to enable local authorities to make the necessary administrative changes. They thought that two separate increases of 1d. would have a less harmful effect on the number of children taking school meals.

The Minister of State told the representatives that the Government regretted having to impose this increase, but, in their view, the economic position of the country made it essential. Local authorities had it in their power to alleviate hardship by operating a scheme for partial remission. He undertook to place the views of the representatives before the Government.

Vacation Course on Wool

A short vacation course on Wool, specially designed to assist men and women teachers, will be held from April 13th to April 17th, inclusive, at The University, Edmund Street, Birmingham.

The course will be of particular interest in relation to history, geography, economics, art and crafts, science and domestic science. It will be concerned with all aspects of wool, and a series of authoritative lectures will deal with wool-growing and marketing, the historical and geographical development of the wool trade, the science of wool, wool cloth manufacture, design and construction, judgment of quality, and the development of fashion. A special lecture on designing and making wool clothes will be included.

The lectures will be illustrated by filmstrips, technicolor sound films and other visual aids, and the material shown will subsequently be available to teachers for use in their own schools.

In addition to dealing with recent technical developments in the woollen and worsted sections of the industry, the course will include demonstrations of hand carding, spinning, warping, and weaving, by the Birmingham College of Art. Opportunities will be given for convenient groups to operate the equipment themselves. Arrangements will also be made for conducted visits to the knitting mill of Arden Knitwear, Ltd., in Birmingham.

By arrangement with the Birmingham College of Art, a special feature of the course will be a parade of wool fashions designed and modelled by students of the School of Dress Design, Embroidery and Weaving.

Particulars from Director of Education, International Wool Secretariat, Dorland House, Regent Street, London, S.W.1.

The Council of the Educational Institute of Scotland has appointed Mr. Gilbert S. Bryden, of George Watson's Boys' College, Edinburgh, to the post of Assistant Secretary.

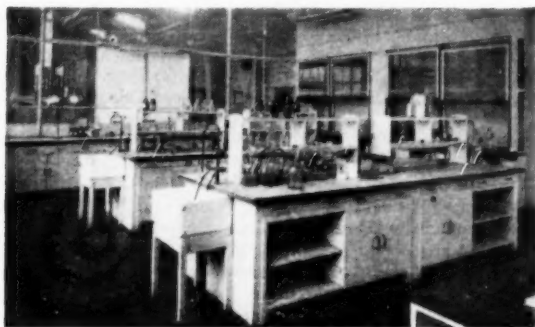


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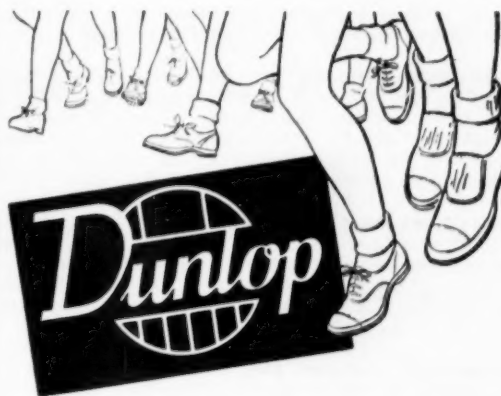
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MISCELLANY

Mr. W. Pattinson has been appointed Inspector of Schools at Hull.

Mr. C. L. Mellowes, M.A., has been appointed Director of Education for Northumberland in succession to Mr. H. M. Spink who is retiring.

Messrs. Kingfisher, Ltd., of West Bromwich, have arranged a special Exhibition of the latest designs of classroom, school dining room, and staff room furniture, in their London Showrooms, at 139, Knightsbridge, S.W.1., from March 16th to 27th.

Kent Education Committee estimates for the year 1953-54 show an increase before allowing for Exchequer grants of £1,139,000, the bulk of which is accounted for by an increase of nearly 8,000 in the number of pupils and increases in salaries and wage rates.

Doncaster Education Committee is arranging through the youth organization committee, a mammoth fair on the racecourse on May 16th, as part of the Coronation celebrations. Exhibits will be contributed by forty organizations, and there will be old-time fairground amusements, such as a boxing booth, archery, and a miniature zoo.

The cost of education services provided by all local education authorities in England and Wales during 1951-52 rose to £294,998,006 from the previous year's figure of £249,979,074. Expenditure borne on the rates amounted to £116,523,329, the equivalent of a rate of 7s. 2d., compared with £99,093,180, or a rate of 6s. 2d., in 1950-51.

Mr. W. J. M. and Mrs. D. E. Nelson have been appointed to the joint post of Head Master and Matron of Ingwell Residential Special School for educationally sub-normal boys, Moor Row, Whitehaven, which will open in September next. Mr. Nelson is at present Head Master of Broughton Tower Residential School, Broughton-in-Furness.

Royal Navy personnel are to receive "background instruction" by means of instructional films. Prints of three G.B. Instructional films—"Great Britain—its geographical Position," "Sailing to the Cape" and "Singapore—Study of a Port"—have been ordered by the Admiralty for screening to the crews of H.M. ships.

Tynwald, the Manx Parliament, has voted £4,450 for the Isle of Man Board of Education to enable teachers' salaries to be increased under the Burnham scheme. This is an increase of £40 a year for a male teacher, and £32 for a female teacher; and an allocation of £160 was made to the Buchan School as the Board's share of increases there.

W. and A. K. Johnston, Ltd., who acquired in 1944 the business of G. W. Bacon and Co., Ltd., have now decided for the economical working of both companies to amalgamate and, in future, they will trade under the name of W. and A. J. Johnston and G. W. Bacon, Ltd. There will be no alteration in the conduct or management of these businesses.

BOOK NOTES

Jesus, Leader of Men, by G. W. Butterworth, Litt.D. (Religious Education Press, 8s. 6d.)

Dr. Butterworth has long been known as a teacher of teachers in the field of religious education, working through University of London courses for preparing students for their Diploma Course on this subject. Now, through the printed word, he makes available to teachers everywhere much valuable help in presenting to pupils in upper forms, and young people in the churches generally, the claims of Jesus to be the only satisfying and worthy Leader for us all to follow. We all recognize, of course, that Jesus Himself is greater than any one presentation, whether we regard Him as Saviour, or Master, or Teacher, or Lord, or Leader, or the second Person in the Trinity. For every teacher who recognizes the need of presenting our Lord to his class from some new angle, here is a very useful book that can be recommended.

The Infant Teachers' Handbook to the Agreed Syllabus, by Dr. Basil A. Yeaxlee. (Religious Education Press, 5s.)

Many authorities rightly claim that the most important work for religious instruction in the day school is done in the infants' department, where the foundations of a child's religious knowledge ought to be well and truly laid, and here we have a useful volume by an expert dealing with the Bible material to be found in practically every infants' syllabus. Here is a great deal of valuable background help for the teacher in putting over the lessons in the local Agreed Syllabus. For this grade the work is concentrated on the stories of Jesus, of course, but a certain number of Old Testament stories are included as being told to Him in His childhood. The arrangement of the material is based on the London Syllabus, but since there is only one Bible as the handbook for the religious teaching of infants, the Biblical Index and list of subjects dealt with makes the book valuable for use in any area. Moreover, the name of Dr. Yeaxlee is a guarantee of the soundness of the exposition and the expert knowledge behind the arrangement of the material and the method of putting it over.

The King and His Service, by E. H. Hayes and F. S. Popham. (Religious Education Press, 7s.)

This volume, which is number five in the junior section of the Guides to the Agreed Syllabuses in the day school, issued by R.E.P., provides first-class material in the form of thirty-one lessons. These are worked out on practical lines, and combine a lesson outline with background notes for the teacher's special study, and suggestions for practical class work and activities. The six blocks of lessons can be used for any Agreed Syllabus and include a new series on the life of our Lord, presented as the Prince of Glory, or the King's Son. This is followed by lessons from the Acts showing how our Lord's work was continued by the Apostles. The next block carries the theme forward to modern times, by lessons on the work of men like John Wesley and William Booth. This leads naturally to a series on the overseas work

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At Seale-Hayne Agricultural College, Newton Abbot.
Cost £5 10s. 0d.

Geography and Food Resources. **22nd—26th May.**
At Westham House, Barford, Warwickshire. *Cost £3 12s. 6d.*

Man and the Land. **13th—17th July.**

At St. Regulus Hall, The University, St. Andrews.
Cost £4 5s. 0d.

The Rural Heritage. **4th—8th August.**

At Reichel Hall, University College of North Wales, Bangor.
Cost £3 15s. 0d.

Rural Social History. **8th—15th August.**

At Westham House, Barford, Warwickshire. *Cost £5 12s. 6d.*

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Last Enemy? The Story of the Virus, by Dr. J. Gordon Cook. (Morrow, 2s. net.)

This is the latest in the *Spotlight on Science* series designed to make the latest scientific discoveries intelligible to the man in the street. It explains what is known of the invisible virus germs causing such infectious diseases as influenza, and suggests that in this direction lie science's best chances of solving the problem of life itself.—C.

OTHER PUBLICATIONS RECEIVED

The Laws of Association Football, a revised edition of this popular, "Know the Game" handbook, published by Education Productions, Ltd., price 2s. net. This handbook is officially published for the Football Association under the guidance of their Director of Coaching, Mr. Walter Winterbottom, and the eighty-three illustrations in colour now include new sketches to explain the obstruction law.

Short Plays for Large Classes, by C. V. Burgess, is as its name implies, a collection of plays for mixed classes of between forty and fifty children, specially written with the object of providing every child in a large class with the opportunity to take a part. (University of London Press, 2s. 6d.)

The Coronation Ceremony, a topical wall chart prepared in consultation with C. J. Cons, M.A., and distributed by University of London Press for Pictorial Charts Unit. (4s. 6d.)

Details of subjects, organizers, location, fees, and dates, of over 280 residential Summer courses, available from April to September, of this year, are given in the Calendar of Residential Summer Courses, issued by the National Institute of Adult Education, copies of which can be obtained for 1s. 2d. post free from the Institute at 35, Queen Anne Street, London, W.1.

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Selection for Local Education Authority Awards at Universities

In Circular 263, issued this month, the Minister of Education gives her views on a note about the procedure used in selecting candidates for local education authority awards which has been agreed between universities and local authority associations.

The Minister expresses the hope that the note and her Circular will lead to better and more uniform arrangements being made by local education authorities for selecting candidates for their awards. This follows on similar steps taken by the Minister to secure more general acceptance by local education authorities of the scales of grant laid down by her Department for State scholars.

The note reaffirms the view expressed by the Working Party on University Awards that two passes at advanced level in the General Certificate of Education, together with evidence of general education, is the proper minimum standard to be used in considering candidates for awards, and it states that the use of any higher standard is undesirable. The Minister, in her Circular, endorses this view, pointing out that in present circumstances, when there is a growing demand for graduates in many professions, local education authority awards are no longer to be regarded as prizes for outstanding students, but are a proper form of assistance for students of good all-round ability for whom a university training is required. She urges authorities who have hitherto required a higher standard to review their arrangements, but at the same time she makes it clear that she does not expect authorities to accept for an award all candidates reaching the level of two advanced passes who have secured a place at a university. Authorities are expected to exercise discrimination in selecting from this range of candidates, and while some who have hitherto demanded a higher standard may increase the number of their awards through considering a wider range of candidates, others may effect some reduction. She, therefore, expects the total result will be to keep the total number of awards made by local education authorities in the country as a whole about constant.

The note also emphasizes the authorities' responsibility for selecting candidates for awards, and while encouraging them to seek all possible information from universities about individuals, urges them not to look to the universities for formal recommendations. The Minister in her Circular adds that she thinks authorities should also not rely exclusively on recommendations from Examining Bodies. She feels local education authorities should themselves give considerable thought to the selection of candidates, getting reports from schools as well as universities and examining bodies and, if possible, setting up qualified interviewing panels. She thinks it important that they should take into account the personal qualities of the candidates as well as their performance at written examinations. She now asks authorities, in view of the changes effected or proposed both about selection arrangements and rates of grant, to submit new schemes of awards in the course of the next two months.

Nursery School and Nursery Class Salaries

The Nurses and Midwives Council of the Whitley Council for the Health Services (Great Britain), has agreed to a further increase in the salary scales for Nursery Nursing staff, including Nursery Assistants, Classes I and II, and Nursery Students, employed in maintained Nursery Schools and Nursery Classes (N.M.C. Circular No. 30) and the Minister of Education has announced that she is prepared to recognize for the purposes of Education Grant, the payment to these grades of the rates set out in the Appendix to that Circular, with effect from 1st June, 1952.

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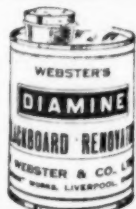


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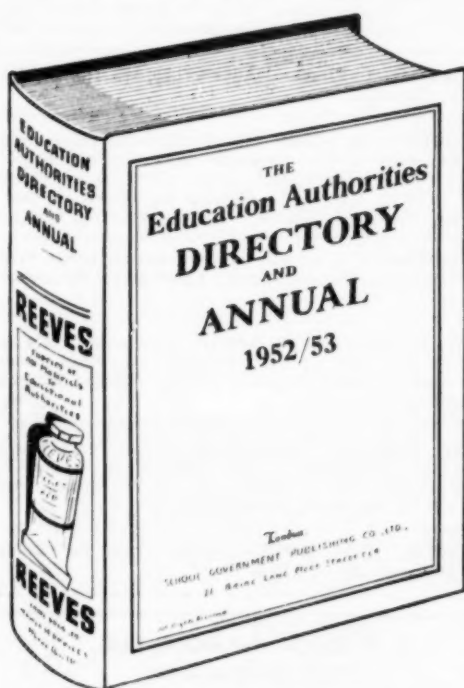
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